

International Education: The Comparison of a City

| |
|---|
| This 7-day lesson includes instruction, research and assessment time. |
|---|

I. Content:

I want my students to understand (or be able to):

- A. The cultural, architectural and demographic aspects of modern-day Mexico City and that of its predecessor Tenochtitlan.
- B. The urban similarities and differences (transportation, water/sewer, aesthetics, etc.) of modern Mexico City and Pre-Columbian Tenochtitlan.
- C. The similarities and differences between the modern Spanish Mexican culture and the ancient Aztec culture.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The history of Cortes and the Spanish Conquistadors' conquest of Mexico and the Aztec culture.
- B. The motivations behind the Spanish conquest of Mexico.
- C. A moderate understanding of ancient Aztec culture through classroom lecture on days preceding the lesson.

III. Instructional Objective(s):

The student will:

- A. Discern the similarities and differences between Mexico City and Tenochtitlan.
- B. Be able to identify certain cultural and historical characteristics of both cities.

IV. Materials and Equipment

Teacher:

- A. Audio/Visual Projector.

Student:

- A. Computers with Internet access and multimedia programs.
- B. Audio/Visual Projector.

International Education: The Comparison of a City

V. Instructional Procedure:

- A. After having discussed Aztec culture on the preceding day(s), tell the students that they are being given a project on the comparison of modern Mexico City to ancient Mexico City (Tenochtitlan). They will be comparing various aspects of each city explained in a handout. They will also be informed that this is a group project where research is involved. Let them know that they will be presenting this information to the rest of the class using a multimedia program (PowerPoint) and that they will be quizzed on this information at the conclusion of all the presentations.
- B. Steps or techniques of this lesson:
 1. Divide the students equally into six groups.
 2. Assign each group a theme of comparison (transportation, water/sewer system, urban aesthetics, culture of the people, government and architecture. See attached document for specifics.
 3. After assigning topics, the class will then go to the computer lab to research their topics. The students should be looking for both pictures and visual examples and text information for presentation to the class.
 4. As soon as adequate information has been obtained by each group, the students can then begin organizing their information and putting it into a PowerPoint presentation.
- C. Closure
 1. After having put together their presentations, they will present their information to the class.
 2. Students will be required to take notes on the presentations.
 3. Teacher will compile pertinent information from the presentations and craft a follow-up quiz.

VI. Assessment / Evaluation:

Quiz on presented information on the day after the final presentations.

VII. Idaho Achievement Standards:

- | | |
|---------------|---|
| 6-9.WHC.1.6.1 | Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. |
| 6-9.WHC.1.6.3 | Analyze the characteristics of early civilizations. |
| 6-9.WHC.1.7.1 | Explain how man adapted the environment for civilization to develop. |
| 6-9.WHC.1.7.2 | Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. |

International Education: The Comparison of a City

- | | |
|---------------|--|
| 6-9.WHC.2.3.4 | Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. |
| 6-9.WHC.2.4.3 | Identify the characteristics of significant early civilization. |
| 6-9.WHC.2.5.2 | Illustrate how the population growth rate impacts a nation's resources. |
| 6-9.WHC.2.5.3 | Explain how rapid growth of cities can lead to economic, social, and political problems. |
| 6-9.WHC.2.5.4 | Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. |

VIII. Follow Up or Extension Activities:

- A. Have an in-class debate over which is a more livable city, Mexico City or Tenochtitlan.

International Education: The Comparison of a City

Mexico City/Tenochtitlan Comparison Project

Directions:

In this project the students will be comparing specific characteristics of Mexico City to those of its ancient predecessor, Tenochtitlan.

- Teacher will split the class into groups.
- Assign each group one specific theme for research.
- Students will take their specific theme and find appropriate information pertaining to Mexico City and Tenochtitlan.

Below are listed all of the themes, and the aspects of each theme, to consider when doing the research.

Transportation:

- What kind(s) of transportation do modern Mexicans use?
- What kind(s) of transportation did ancient Aztecs use?
- How efficient were each culture's modes of transportation?
- What are/were environmental impacts on each city due to their modes of transportation:

Water:

- Comment on the availability and quality of water in Tenochtitlan.
- Comment on the availability and quality of water in Mexico City.
- Comment on the quality and intricacy of the sewage system in Mexico City.
- Comment on the quality and intricacy of the sewage system in Tenochtitlan.
- Has the abundance or lack of water hindered the prosperity of either of these cities: How?

Aesthetics:

- What did Tenochtitlan look like? Was it clean? Was poverty prevalent/relevant?
- What does Mexico City look like: Is it clean? Is poverty prevalent/relevant?

International Education: The Comparison of a City

Culture of People:

Comment on the culture of the ancient Aztecs taking the following into consideration:

- Religion
- Food
- Class System
- Education
- Economic prosperity.

Comment on the culture of the inhabitants of modern Mexico City taking the following into consideration:

- Religion
- Food
- Class System
- Education and economic prosperity.

City Government:

Describe the city and national government of Tenochtitlan:

- Was it democratic?
- What was the role of the people in the government?
- Was it stable and prosperous?

Describe the city and national government of Mexico City:

- Is it democratic?
- What is the role of the people in the government?
- Is it stable and prosperous?

Architecture:

Tenochtitlan:

- What kind of homes did people live in?
- What other buildings existed within the city?
- What kinds of religious structures were there and what were they used for?

Mexico City:

- What kind of homes do people live in?
- What other buildings exist within the city?
- What kinds of religious structures are there and what are they used for?